DOCUMENT RESUME

ED 331 941 UD 028 053

TITLE Evaluation of Projects Serving "At-Risk" Students.
INSTITUTION Cleveland Public Schools, Ohio.
PUB DATE Nov 90
NOTE 33p.; Light type in Appendix A may affect legibility.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attendance; *Dropout Prevention; *Dropout Programs; Dropout Rate; Elementary Secondary Education; *High Risk Students; Program Evaluation; Reading Comprehension; *Student Promotion; *Suspension; Urban Schools
IDENTIFIERS *Cleveland Public Schools OH

ABSTRACT

Although each of the 11 programs evaluated in this report during the 1989-90 school year had its own unique design and objectives, their common goal was to increase the likelihood that at-risk students in Cleveland (Ohio) schools would complete their high school education. Programs were evaluated in terms of changes from the previous year in the following outcome variables: (1) dropouts; (2) promotions; (3) number of students suspended; (4) average number of suspensions per student; (5) attendance rates; and (6) reading comprehension scores. The following outcomes for the elementary school program are highlighted: (1) there were no dropouts, low mobility rates, and few suspensions; (2) about 90 percent of the participants were promoted; and (3) attendance rates improved from the previous year and were at least 90 percent. The following outcomes for the secondary programs are highlighted: (1) there were few dropouts or transfers; (2) more participants were suspended this year than during the last year; and (3) attendance rates and reading comprehension scores decreased from the previous year. Brief narrative project descriptions of each of the 11 projects and five tables of statistical data are appended. (FMW)

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EVALUATION OF PROJECTS SERVING "AT-RISK" STUDENTS

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Cleveland Public Schools
November, 1990

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EVALUATION OF PROJECTS SERVING "AT-RISK" STUDENTS

1989-1990 School Year

EXECUTIVE SUMMARY

Eleven projects serving at-risk students are included in this evaluation. These projects serve at both elementary (Accelerated Learning Classrooms and Listening Post) and secondary (Alternatives to Expulsion, Alternative Educational Opportunities Program, Alternative to Suspension, Emergency Immigrant Education Assistance Program, Entrepreneur Program, Middle College, Project Success, Upward Reach and Youth Resource Centers) levels. Although each project had its own unique design and objectives, they shared a common goal of increasing the likelihood that at-risk students will successfully complete their high school education.

Taken as a group, the at-risk projects served a population that was more male than the District as a whole. Over half of the students were overage for their grade level, received some assistance with lunch (although below the District average), and were not transported. The proportions of black and other, special education, and bilingual students were in line with District proportions.

Overall, this group was not highly mobile. Eighty-two percent (82%) of the students did not change schools at all during 1989-1990. No project had more than 35% of the participants transferring schools.

The following highlight student outcomes for the elementary students:

- There were no dropouts, low mobility rates, and few suspensions.
- About 90% of the students were promoted.
- The attendance rates improved from the previous year and were at least 90%.

Highlights for projects serving secondary students included the following.

- There were few dropouts or transfers.
- More participants were suspended this year than during the previous year. Attendance rates and reading scores decreased from 1988-1989 to 1989-1990.

Enrollment status of students participating in at-risk projects during 1988-1989 was examined. Sixty-eight percent (68%) of these participants were still enrolled in the District at the end of the 1989-1990 school year. There were 3% who were graduated, 14% who dropped out, and 16% who withdrew.

Taken as a group, the at-risk projects served a population that was representative of the District as a whole in terms of race code classification, bilingualism and enrollment in special education; however, the at-risk popula-

tion had a higher proportion of males and a lower percent of students receiving free or reduced lunch. Overall, this group was not highly mobile. Eighty-two percent (82%) of the students did not change schools at all during 1989-1990.

Projects were examined in terms of positive or negative results for each of the six outcome variables (dropouts, promotions, change in number of students suspended, change in the average number of times suspended, change in the attendance rate, and change in the reading comprehension scores).

Not surprisingly, the promotion and attendance rates were lower than the District averages for comparable grade levels. The two programs serving elementary students had relatively high promotion rates. Youth Resource Centers and Emergency Immigrant Education Assistance Program had relatively high rates for secondary programs and Upward Reach had a relatively low rate. Only Upward Reach had a noticeable proportion of dropouts.

Suspensions were not an issue in the elementary projects. Five of the nine secondary projects showed an increase in participants' suspensions, and four evidenced a decrease.

The elementary students did not show a great change in their attendance patterns over the previous year. For the secondary projects for which there was accurate data, only two of the nine (Middle College and Emergency Immigrant Assistance Program) showed improvement in 1988-1990.

Six of the projects showed an increase in the reading test scores of participants and four evidenced a decrease. The decreases were all greater than four NCE units. Three projects had gains greater than four NCE units.

This examination revealed that two of the projects appeared to be more successful (Alternative to Suspension, Emergency Immigrant Education Assistance) and one, Upward Reach, was less successful. There were four projects that served students in an off-site location. While these projects had different areas of strengths and weaknesses, Alternatives to Expulsion appeared to be the least successful of these.

It should be noted that these projects serve students who are very much at-risk and for whom dropping out is the norm rather than the exception; therefore, the low dropout rates are meaningful. If these students are not promoted and yet do not leave school, this non-promotion can be considered an indication of success rather than of ineffectiveness.

EVALUATION OF PROJECTS SERVING "AT-RISK" STUDENTS: 1989-1990

INTRODUCTION

The purpose of the report is to provide comparative information regarding projects designed to encourage at-risk students to successfully complete their high school education. There are several such projects operating within the District.

This report includes information on eleven "at-risk" projects. These projects serve both elementary and secondary students. Projects serving elementary students include Accelerated Learning Classrooms and Listening Post. Projects serving secondary students (grades 7 through 12) include: Alternatives to Expulsion, Alternative to Suspension, Emergency Immigrant Education Assistance Program, and Youth Resource Centers. Those enrolling only senior high school students are: Alternative Education Opportunities Program, Enterprise High School, Middle College, Project Success, and Upward Reach. Each of these projects has unique performance objectives for students/staff and follows a different operational model. Staffing patterns, types of services offered and pupil selection criteria vary. The uniqueness of each operational model is highlighted in the discussion that follows.

In order to consider the effectiveness of different projects, it is necessary to have a common base upon which to make comparisons. There are agreed upon constructs (or behaviors) that describe the "at-risk" student. Among these are attendance, academic achievement, and school behavior. This report presents information associated with each construct and provides comparable districtwide statistics for comparison purposes. In addition, descriptive information is included regarding project operations. This report does not describe the progress being made in attaining unique project objectives which is included in the individual project evaluation reports.

In Section I of this report, the operational models are described. Section II gives demographics for participants in the various programs. Section III explains the student performance indicators. Section IV reports the status 1989-1990 of students who were enrolled last year in the seven projects included in the 1988-1989 report. Appendices include: A, Narrative Project Descriptions, 1989-1990; B, Descriptive Summaries by Project, 1989-1990; C, Demographics and Outcome Summary, 1989-1990; and D, Follow-up Data on 1988-1989 Participants.

Section I: Operational Models

As stated, there was a wide variety of operational models in use. The elementary projects assigned students who had demonstrated lack of academic success to classrooms within the home school. The purpose was to give students the skills to be promoted and assigned to grades commensurate with their ages.

The secondary projects followed a variety of models. Some (such as Alternative to Suspension and Youth Resource Centers) operated in the home school and assigned students to support classes during the regular school day. These assignments could be for as short as one day or as long as one school year. Support assistance focused primarily upon the completion of students' regular classwork assignments. Other programs (such as Project Success) assigned students to self-contained classrooms at the home school, where instruction and

other support services were provided for the entire day. Some programs (Alternative Educational Opportunities Program, Alternatives to Expulsion, Enterprise High, Middle College) enrolled students for the full-day at a site different from their regular school assignment. Almost all the programs had a designated project director.

Funding totaling over $8.6 million from a variety of sources supported these effort--including DPPF, general fund, and other private/government monies. The total expenditures[1] ranged from $1,934,822 (Alternative to Suspension) to $10,000 (Listening Post) while the per pupil cost ranged from $3,120 (Project Success) to $23 (Listening Post). The per pupil costs were derived by dividing the total cost by the total number of students served. Thus, a project that emphasized short-term support served more students and, thereby, had a lower per pupil cost.

All programs provided participating students with additional support assistance aimed at promoting school success, primarily tutoring and academic classes, social services, counseling and field trips. Most secondary programs had a liaison with the Juvenile Court, included some type of employment and/or job training support. Some involved mentors and/or guest speakers.

Section II: Demographics

Projects featured in this study served students from every grade level. The 1989-1990 districtwide enrollment (not counting kindergarten) was 63,774; 13,270 students (21%) participated in one of the eleven at-risk programs. Of these 13,270 students, 625 (4%) were elementary students; 6,044 (or 46%) were intermediate students; and 6,601 (or 50%) were senior high students. Two programs served elementary students, four programs focused services on both the intermediate and high school level, while five concentrated such service only on senior high students. The numbers of students served ranged from 50 (Alternatives to Expulsion) to 8,544 (Alternative to Suspension).

Participants were selected on a variety of criteria with school absences, overage, grades, test scores and suspensions being important indicators used by most projects. Other characteristics of students in specific projects included pregnancy, drug abuse, etc.

Overall, the racial distribution of participants was consistent with the District breakdown (70% black). However, five projects deviated by more than five percentage points from the District standard. Four had more than 75% black enrollment and one (serving bilingual students) had an all non-black enrollment.

Males comprised 61% of the overall population served. (Males are 52% of the District enrollment.) Nine of the projects deviated from the District standard with eight (Accelerated Learning Classrooms, Alternatives to Expulsion, Alternative to Suspension, Emergency Immigrant Education Assistance, Alternative

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[1] Expenditures supported by the general fund are estimated with varying degrees of accuracy. Projects supported by other budgets tend to have more accurate estimates of expenditures. Costs are taken from budgets as opposed to expenditures.

Education Opportunities Program, Enterprise High, Project Success, and Upward Reach) serving a disproportionate number of males and one (Middle College) more females.

Overall, 44% of the participants came to school on District-provided transportation compared to 47% districtwide. The four alternative site projects (Alternative Educational Opportunities, Alternatives to Expulsion, Enterprise High, Middle College) were not included in this calculation. Of the remaining five projects, four (Accelerated Learning Classrooms, Emergency Immigrant Education Assistance, Project Success, and Upward Reach) had more walkers and one (Listening Post) more riders.

Fifty-nine percent (59%) of the students were receiving free or reduced price lunch as compared to 69% of the students districtwide. (The rate varies by grade-level as 77% of elementary, 75% of intermediate, and 46% of senior high school students receive free or reduced-price lunch.) Six projects (Listening Post, Accelerated Learning Classrooms, Youth Resource Centers, Emergency Immigrant Education Assistance, Middle College, and Alternative to Suspension) had between 62 and 88 percent of the participants receiving such assistance, while the rest had no more than 43% of the participants getting help.

Five percent (5%) of the participants were bilingual. (Bilingual students constitute 4% of the District enrollment.) There were six projects (Listening Post, Accelerated Learning Classrooms, Alternative Education Opportunities Program, Enterprise High, Upward Reach and Youth Resource Centers) in which bilingual students were no more than one percent of the enrollment. The overall participation of bilingual students was the result of one project's (Emergency Immigrant Education Assistance) focus on them.

Overall, nine percent of the students were enrolled in special education. Districtwide ten percent of the students are special education. There were six projects in which between eight and thirteen percent of the participants were special education students (Accelerated Learning Classrooms, Alternatives to Expulsion, Alternative to Suspension, Emergency Immigrant Education Assistance, Upward Reach, and Youth Resource Centers). The remaining projects had no more than 5% of the participants being special education students.

Overall, 57% of the participants were overage for their grade level. (Districtwide 33% of the students are over-age for grade. This figure is larger at the higher grades as 41% of intermediate students and 50% of senior high school students meet this criterion.) The range was from 100% (Alternative Education Opportunities Program) to 21% (Listening Post). Other projects with at least 70% of the students being overage were Accelerated Learning Classrooms, Alternatives to Expulsion, Enterprise High, Project Success, and Upward Reach. Only Middle College and Alternative to Suspension had rates that approximating their respective District averages.

Transfer figures were not included for the four alternative site projects. The majority of at-risk participants (82%) did <u>not</u> transfer any time during 1989-1990. Fifteen percent (13%) transferred once; only 5% transferred two or more times. Upward Reach had the greatest transfer rate (35%).

Students exiting the District for any reason (including dropping out) are defined as withdrawals. The 1989-1990 overall withdrawal rate for students in

at-risk projects was 8%. The greatest proportion of student withdrawals (30%) was from Upward Reach. Alternatives to Expulsion, Alternative Education Opportunities Program, and Project Success also had more than 10 percent of the participants withdrawing.

The overall dropout rate was 3%. Upward Reach had the greatest dropout rate at 16%. No other secondary project had more than 6% dropouts, and Enterprise High and Middle College had no dropouts.

Section III: Student Indicators

The following variables were used to measure each construct included in the outcome summary.

Attendance

- attendance rate (percent of days enrolled that a student was in school)
- dropout rate (percent of students leaving the District prior to graduation and not enrolled in an alternative education program)

Academic Achievement

- promotion rate (the percent of students promoted to the next grade)
- average NCE reading comprehension score (and number of students taking the test)
- grade point average

School Behavior

- total number and percent of participating students (regular, out-of-school suspensions) one or more times
- average number of times students were suspended

Table 1 gives summary data for each project. Included in Table 1 are the percent of 1989-1990 participants who dropped out or were promoted, the average GPA, change in rates of students who received at least one suspension, change in attendance rates, and change in the average reading comprehension NCE score.

Table 1

AT-RISK PROJECTS: 1989-1990
STUDENT INDICATORS

PROJECT	PROMOTE RATE	DROPOUT RATE	GPA	CHANGE* RDG NCE	CHANGE* ATTEND	CHANGE* SUPEN
Listening Post	89%	0%	N/A	- 6.17	0.94%	1%
Accel. Lrng. Clrm.	90%	0%	N/A	12.68	0.74%	0%
Alt. to Expulsion	56%	6%	**	- 8.65	**	26%
Alt. to Suspension	71%	2%	1.19	- 3.67	-5.48%	12%
Emerg.Immig.Ed. Asstc.	74%	1%	1.27	0.00	4.01%	5%
Alt. Ed. Opportunities	61%	5%	**	- 4.91	**	-46%
Enterprise High	52%	0%	**	-16.73	**	-12%
Middle College	63%	0%	1.75	- 5.25	6.92%	22%
Project Success	52%	6%	0.97	- 2.77	-7.86%	- 3%
Upward Reach	35%	16%	0.77	- 1.80	-8.15%	- 9%
Youth Resource Ctrs.	74%	1%	0.86	- 4.73	-6.94%	10%

* Each change was calculated by subtracting the 1988-1989 figure from the 1989-1990 figure. The 1988-1989 figure was based on data for the 1989-1990 project students (not for 1988-1989 project participants).

** Neither GPAs nor attendance data were available for three projects: Alternative to Expulsion, Alternative Education Opportunities Program, and Enterprise High.

Attendance

In order to assess the impact on attendance, the average 1989-1990 attendance rate for the students served in the projects was compared to their attendance in 1988-1989[2]. The attendance rate for all students in any project in 1989-1990 was 76%--a decrease of 6 percentage points from the previous year. The districtwide attendance rate improved 1 percentage point during these same years (from 86% in 1988-1989 to 87% in 1989-1990). As expected, the at-risk attendance rate for both years is noticeably lower than that of the District.

The attendance rate improved slightly for both of the elementary projects. Data were available for six of the nine secondary projects. The rate decreased for all these projects except Emergency Immigrant Education Assistance (improvement of 4%) and Middle College (7%). The decline in attendance rates ranged from -7% (Youth Resource Centers) to -8% (Upward Reach).

The overall dropout rate for all projects was 3% compared to the District standard of 5%. Upward Reach was the only project with the percent of dropouts (16%) reported markedly exceeding the overall average for at-risk projects. Projects with dropout rates approximating the District's norm were Alternatives to Expulsion, Project Success, and Alternative Education Opportunities Program.

Academic Achievement

The promotion rate for each of the two elementary projects was approximately 90%. These rates are lower than the District averages for primary and upper elementary students. The rates for the secondary projects ranged from 35% (Upward Reach to 74% (Emergency Immigrant Education Assistance and Youth Resource Centers). Project Success, Enterprise High, and Alternatives to Expulsion had relatively low rates, where slightly more than half the students were promoted while Alternative to Suspension had a relatively high rate (71%). Alternative Education Opportunities Program and Middle College had promotion rates slightly better than 60%. Districtwide, 86% of intermediate and 75% of senior high school students were promoted.

Grade Point Averages (GPA) were available for six of the secondary projects[3]. The GPA ranged from 1.75 (Middle College) to 0.77 (Upward Reach). Three projects (Alternative to Suspension, Emergency Immigrant Education Assistance, and Middle College) had GPAs better than a D, while Project Success, Upward Reach and Youth Resource Centers had lower average GPAs.

In Accelerated Learning Classroom, students had an average gain of 13 NCE units. This was the only project in which students had a higher average NCE reading comprehension score in the year of participation than in the previous year. The average NCE score for students in Emergency Immigrant Education Assistance did not change. In all other projects, students lost ground relative to the norm group. The losses ranged from 2 NCE units (Upward Reach) to 17 NCE

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[2] An annual rate was used regardless of the actual length of participation for each student.

[3] The GPA is based on a four point scale where 0.00 = F, 1.00 = D, 2.00 = C, 3.00 = B, and 4.00 = A.

units (Enterprise High). Alternatives to Expulsion was the only other project in which the net loss was at least 7 NCE units.

School Behavior

Suspensions for the 1989-1990 participants were examined in two ways. First, the number of students who were suspended in 1989-1990 (received at least one suspension) was compared to the number (of the same students) who were suspended in 1988-1989. Second, the average number of times these students were suspended in 1989-1990 was compared to the average number of times this same group was suspended in 1988-1989.

Districtwide, 10% of the students received at least one suspension. The rate for secondary students was between 26% (grade 9) and 11% (grade 12); the rate was at least 21% in grades 7 through 10 and 16% in grade 11.

Overall, 35% of the project participants were suspended at least once; however, the rate was very low in the elementary projects. The range for the secondary projects was between 80% (Alternatives to Expulsion) and 16% (Emergency Immigrant Education Assistance). Middle College was the only other project with a rate that was greater than 50%. The range for all other projects was between 28% and 36%. In five of the nine secondary projects, more students were suspended during the year of participation than (these same students) the previous year. These projects were: Alternatives to Expulsion, Alternative to Suspension, Emergency Immigrant Education Assistance, Middle College, and Youth Resource Centers. The range of the increase was from 26 percentage points to 5 percentage points. Middle College and Alternatives to Expulsion were the only projects with increases of over 20 percentage points in suspension rate. Projects where the number suspended decreased for participants for 1989-1990 were Alternative Education Opportunities Program, Enterprise High, Upward Reach, and Project Success. The decrease ranged from 46 percentage points (Alternative Education Opportunities Program) to 3 percentage points (Project Success).

The average number of times participants were suspended showed patterns similar to number of students who were suspended. Projects in which the percent suspensions increased also had gains in the average number of times pupils were suspended, and those having decreases in the percent suspended had similar decreases in the number of times pupils were suspended. The range of the average number of times pupils were suspended in secondary projects went from 2.00 (Alternatives to Expulsion) to 0.33 (Emergency Immigrant Assistance Program). Only Alternatives to Expulsion had an average that was greater than one.

Section IV: Follow-up of 1988-1989 Participants

In the 1988-1989 school year, the Department of Research and Analysis evaluated seven projects serving at-risk students. These projects were Alternatives to Expulsion, Alternative to Suspension, Enterprise High (formerly Entrepreneur), Natural Helpers, Project Success, Upward Reach and Youth Resource Centers. This current analysis examined how many of the 1988-1989 participants were enrolled in the District at the end of the 1988-1989 school year, how many had graduated, had dropped out, otherwise withdrew, or were unaccounted for. The same categories--still enrolled, graduated, dropped out, otherwise withdrew,

or unaccounted for--were examined at the end of the 1989-1990 school year for the 1988-1989 participants.

There were 5,691 students who were enrolled in one of the above named at-risk projects during the 1988-1989 school year. At the end of the 1988-1989 school year, most students (89%) were still enrolled in the District. There were 54 (1%) who were graduated, 195 (3%) who dropped out, and 374 (7%) who withdrew. The retention rate was at least 86% in each project. The percent of graduates ranged from 6% (3 students) in Alternatives to Expulsion to 0% (Natural Helper, Project Success and Youth Resource Centers). The dropout rate went from 11% (Upward Reach) to 0% (Alternatives to Expulsion and Natural Helpers). Alternative to Suspensions and Youth Resource Centers also had low drop out rates. The withdrawal rates went from 4% (Natural Helpers) to 11% (Upward Reach). Only Alternatives to Expulsion (8%) and Upward Reach had rates greater than 6%.

At the end of the 1989-1990 school year there were 3,854 (68%) students in at-risk projects in 1988-1989 still enrolled in the District. A total of 151 (3%) of the students had been graduated, 783 (14%) of the students had dropped out, and 889 (16%) had withdrawn. The dropout rate in the projects ranged from 46% (Enterprise High) to 0% (Natural Helpers). Other projects with high dropout rates were Upward Reach (41%) and Project Success (24%). Other projects with low dropout rates were Alternative to Suspension (5%), and Youth Resource Centers (3%). The withdrawal rate for projects ranged from 19% (Upward Reach) to 8% (Enterprise High). Natural Helpers had a relatively low withdrawal rate (11%). The withdrawal rate for students in every other project was at least 15%.

Section V: Conclusions

Taken as a group, the at-risk projects served a population that was representative of the District as a whole in terms of race code classification, bilingualism and enrollment in special education; however, the at-risk population had a higher proportion of males and a lower percent of students receiving free or reduced lunch. Overall, this group was not highly mobile. Eighty-two percent (82%) of the students did not change schools at all during 1989-1990.

Projects were examined in terms of positive or negative results for each of the six outcome variables (dropouts, promotions, change in percent of students suspended, change in the average number of times suspended, change in the attendance rate, and change in the reading comprehension scores).

Not surprisingly, the promotion and attendance rates were lower than the District averages for comparable grade levels. The two programs serving elementary students had relatively high promotion rates. Youth Resource Centers and Emergency Immigrant Education Assistance Program had relatively high rates for secondary programs and Upward Reach had a relatively low rate. Only Upward Reach had a noticeable proportion of dropouts.

Suspensions were not an issue in the elementary projects. Five of the nine secondary projects showed an increase in participants' suspensions, and four evidenced a decrease.

The elementary students did not show a great change in their attendance patterns over the previous year. For the secondary projects for which there

was accurate data, only two of the nine (Middle College and Emergency Immigrant Assistance Program) showed improvement in 1989-1990.

Six of the projects showed an increase in the reading test scores of participants and four evidenced a decrease. The decreases were all greater than four NCE units. Three projects had gains greater than four NCE units.

This examination revealed that two of the projects appeared to be more successful (Alternative to Suspension, Emergency Immigrant Education Assistance) and one, Upward Reach, was less successful. There were four projects that served students in an off-site location. While these projects had different areas of strengths and weaknesses, Alternatives to Expulsion appeared to be the least successful of these.

It should be noted that these projects serve students who are very much at-risk and for whom dropping out is the norm rather than the exception; therefore, the low dropout rates are meaningful. If these students are not promoted and yet do not leave school, this non-promotion can be considered an indication of success rather than of ineffectiveness.

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Accelerated Learning Classroom

The Accelerated Learning Classroom Project is designed to enable Grade 1 and Grade 4 nonpromoted pupils to complete requirements both for the grade in which they are being retained as well as the next grade, thereby allowing students to catch-up with their age group. The project is being implemented in 7 schools and offers classes of grades 1 and 4 nonpromotes supplemental, remedial instruction and support. Pupils are in self-contained classrooms with regular classroom teachers. A Chapter 1 teacher provides both in-class and pull-out instruction. Groups of 8 to 12 pupils receive daily reading instruction for 20 to 45 minutes. The project, implemented through the Division of Compensatory Education, has a major goal year end promotion of grade 1 pupils to grade 3 and grade 4 pupils to grade 6, as well as evidenced gains of at least 3 NCE units in reading and mathematics.

Funding: Chapter 1 $367,249 Per Pupil Cost: $2,029

No. Schools Served: elementary 7
Years in Operation: 1

Students: elementary -- 181

male -- 117 (65%)	female -- 64 (35%)
black -- 137 (76%)	other -- 44 (24%)
rider -- 68 (38%)	walker -- 111 (61%)
free/reduced lunch -- 156 (86%)	Lau -- 0 (0%)
spec ed -- 22 (12%)	overage for grade -- 127 (70%)

Staffing: teachers, aides

Selection Criteria/Characteristics: overage

Services Provided: tutoring (teachers), academic classes, social services

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 0 (0%) Promoted -- 162 (90%) Withdrawals -- 7 (4%)

Times Transferred: 0 -- 148 (82%); 1 time -- 22 (12%); 2 or more -- 11 (6%)

Suspended:	Total Number	1989-1990 -- 3 (2%)	1988-1989 -- 4 (2%)
	Avg. Times	1989-1990 -- .03	1988-1989 -- .03

Attendance Rate: 1989-1990 -- 90.65% 1988-1989 -- 89.91%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	40.11	128 (71%)
1988-1989	27.43	161 (89%)

Grade Point Average: NA

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Alternative Educational Opportunities Program

AEOP serves the educational needs of ninth grade students who have not experienced success in the traditional comprehensive high school and need a different learning atmosphere to have an(other) opportunity to succeed. Prospective participants—referred by high school principals and screened by the Division of Pupil Personnel--must meet at least one of the following criteria: repeating ninth grade; reaching two years "overage for grade" by the end of the first semester; scoring at or below stanine four on citywide test(s); demonstrating chronic pattern of a "class one or two" misbehaviors. Referred students and their parents/guardians must mutually agree on placement. Students are instructed in the core/foundation curriculum and are involved half-day in a credit-earning job/work-study situation. The minimum stay is for one school-year.

Funding: General Fund/Other $210,494 Per Pupil Cost: $1,268

No. Schools Served: alternative secondary site (grade 7 -- 12)
Years in Operation: 1

Students: senior high -- 166

male -- 117 (70%)	female -- 49 (30%)
black -- 128 (77%)	other -- 38 (23%)
rider -- NA	walker -- NA
free/reduced lunch -- 12 (7%)	Lau -- 0 (0%)
spec ed -- 8 (5%)	overage for grade -- 166 (100%)

Staffing: director, teachers, psychologist, school counselor, clerk, community volunteers

Selection Criteria/Characteristics: overage, suspensions, absenteeism, pregnancy, drug abuse

Services Provided: tutoring (teachers, peers, community, other), employment, job training, mentorships (teachers, community), social services, juvenile court, mediation, field trips, guest speakers

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 9 (5%) Promoted -- 101 (61%) Withdrawals -- 21 (13%)

Times Transferred: NA

Suspended: Total Number 1989-1990 -- 123 (74%) 1988-1989 -- 47 (28%)
Avg. Times 1989-1990 -- 0.49 1988-1989 -- 1.99

Attendance Rate: 1989-1990-- NA 1988-1989 -- NA

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	27.50	74 (45%)
1988-1989	32.41	70 (42%)

Grade Point Average: NA

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Alternatives to Expulsion

Students who have committed expellable offenses can their education in an alternative site. There are academic classes (mathematics, English, science and social studies). A social worker, guidance counselor, school psychologist, attendance specialist and school administrator are available. Students are involved in a number of activities designed to provide them with alternative ways of behaving and handling problems. There is a follow-up program once the students return to their regular school or other alternative educational program. Major components include: drug awareness and assessment; student training in conflict management; career development; assistance in securing employment; goal setting; individualized instruction. Parents participate in the hope that they will follow through in assisting their children in improving their school behavior.

Funding: DPPF/General Fund - $530,026 Per Pupil Cost: $2,087

No. Schools Served: alternative secondary site (grades 7 -- 12)
Years in operation: 1

Students:	intermediate -- 121	senior high -- 133
	male -- 193 (76%)	female -- 61 (24%)
	black -- 202 (80%)	other -- 52 (20%)
	rider -- NA	walker -- NA
	free/reduced lunch -- 108 (43%)	Lau -- 6 (2%)
	spec ed -- 21 (8%)	overage for grade -- 182 (72%)

Staffing: director, teachers, clerical, other

Selection criterion: expellable offense

Services Provided: academic classes, counseling (teachers, others), group counseling (teachers, community others), employment, social service, juvenile court, mediation, field trips, guest speakers

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 14 (6%) Promoted -- 143 (56%) Withdrawals -- 30 (12%)

Times Transferred: NA

Suspended:	Total Number	1989-1990 -- 202 (80%)	1988-1989 -- 136 (54%)
	Avg. Times	1989-1990 -- 2.00	1988-1989 -- 1.24

Attendance Rate: 1989-1990 -- NA 1988-1989 -- NA

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	32.23	133 (52%)
1988-1989	40.88	134 (53%)

Grade Point Average: NA

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Alternative to Suspension

The Alternative to Suspension Project promotes the use of preventive support strategies to reduce the need for out-of-school suspensions. Project staff are assigned to a school to identify potential dropouts on the basis of non-promotion, attendance, teacher referral, etc. An individual educational remedial plan is developed for each student with parental input. The plan includes parental participation and intensive special attention/instruction for short periods (typically 3 to 5 days) in the project center. Once students are assigned to the center, project staff assist in making certain all regular class assignments are completed. If necessary, school resources are available during and after school to provide social support to students and families.

Funding: DPPF -- $1,934,822 Per Pupil Cost: $226

No. Schools Served: intermediate 19, senior high 12, magnet 1
Years in operation: 2

Students:	intermediate -- 4789	senior high -- 3755
	male -- 5177 (61%)	female -- 3367 (39%)
	black -- 6094 (71%)	other -- 2450 (29%)
	rider -- 4061 (48%)	walker -- 4381 (51%)
	free/reduced lunch -- 5277 (62%)	Lau -- 371 (4%)
	spec ed -- 923 (11%)	overage for grade -- 166 (100%)

Staffing: director, teachers, aides, clerical

Selection criteria: various

Services Provided: tutoring (teachers, community, other), individual counseling (teachers, community), group counseling (teachers, community)

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 9 (5%) Promoted -- 101 (61%) Withdrawals -- 21 (13%)

Times Transferred: 0 -- 7199 (84%); 1 time -- 970 (11%); 2 or more -- 375 (4%)

Suspended:	Total No.	1989-1990 -- 3113 (36%)	1988-1989 -- 2039 (24%)
	Avg. Times	1989-1990 -- .75	1988-1989 -- .45

Attendance Rate: 1989-1990 -- 79.09% 1988-1989 -- 84.57%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	40.36	5830 (68%)
1988-1989	44.03	6094 (71%)

Grade Point Average: 1.19

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Emergency Immigrant Education Assistance Program

The Emergency Immigrant Education Assistance Program provides immigrant students with other bilingual education services. These services include: development of curriculum language and culture guides (Puerto Rican, Arabic, Cambodian, Vietnamese and Romanian); purchase of bilingual bicultural supplemental materials in science, mathematics and social studies; refinement of English Language Development tests developed in 1988-89; and bilingual education, tutoring, counseling and after-school extra-curricular activities. An entrance and exit criteria form--i.e., measures of home language usage, English language proficiency, and classroom teacher ratings--will be used to determine the performance of individual students. In turn, these performance measures will be used to evaluate the effectiveness of the program.

Funding: Other -- $40,191 Per Pupil Cost: -- $142

No. Schools Served: intermediate -- 2 senior high — 2
Years in operation: ?

Students:	intermediate -- 155	senior high -- 129
	male -- 175 (62%)	female -- 109 (38%)
	black -- 0 (0%)	other -- 283 (100%)
	rider -- 91 (32%)	walker -- 185 (65%)
	free/reduced lunch -- 232 (100%)	Lau -- 269 (95%)
	spec ed --26 (9%)	overage for grade -- 174 (61%)

Staffing: director

Selection Criteria/Characteristics: test scores, other

Services Provided: tutoring (teachers, other), academic classes, individual counseling, group counseling, mentorships (teachers, community, other), field trips

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts — 4 (1%) Promoted -- 209 (74%) Withdrawals -- 22 (8%)

Times Transferred: 0 — 254 (89%); 1 time -- 19 (7%); 2 or more -- 11 (4%)

Suspended:	Total Number	1989-1990 -- 45 (16%)	1988-1989 -- 32 (11%)
	Avg. Times	1989-1990 -- .33	1988-1989 -- .15

Attendance Rate: 1989-1990-- 77.55% 1988-1989 -- 81.56%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	32.36	124 (44%)
1988-1989	32.36	127 (45%)

Grade Point Average: 1.27

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Enterprise High School

At risk 9th and 10th grade students from the comprehensive high schools are provided an alternative learning environment. Because the program is funded through the Jobs Training Partnership Act, students must also be income eligible. The program is designed to expose participants to the world of business by teaching entrepreneurial principles. The program is operated on the quarter system, with each participant taking two academic courses, one remedial reading/communication skills course, and a 2-1/2 credit course entitled Entrepreneur. This course is designed to teach the students how to own and operate a business and produce/market a product. The clients learn by doing and are mentored by vendors, volunteers Council of Small Enterprise members and Junior Achievement facilitators. A variety of field trips and other learning experiences are also provided.

Funding: JTPA -- $222,423 Per Pupil Cost: -- $4448

No. Schools Served: one alternative site (secondary students 9 -- 12)
Years in operation: 3

Students: senior high -- 50

male -- 30 (60%)	female -- 20 (40%)
black -- 41 (82%)	other -- 9 (18%)
rider -- NA	walker -- NA
free/reduced lunch -- 14 (28%)	Lau -- 0 (0%)
spec ed -- 2 (4%)	overage for grade -- 46 (92%)

Staffing: director, teachers, aides, clerks

Selection Criteria/Characteristics: overage, suspensions, absenteeism, low grades, test scores, pregnancy, drug abuse

Services Provided: tutoring (teachers, peers, community, others), academic classes, individual counseling (teachers, other), group counseling (teachers, other), employment, job training, mentorships (other), juvenile court, mediation, field trips, guest speakers

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 0 (0%) Promoted -- 26 (52%) Withdrawals -- 3 (6%)

Times Transferred: NA

Suspended:	Total Number	1989-1990-- 15 (30%)	1988-1989 -- 21 (42%)
	Avg. Times	1989-1990 -- .46	1988-1989 -- .80

Attendance Rate: 1989-1990-- NA 1988-1989 -- NA

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	20.50	14 (28%)
1988-1989	37.23	13 (26%)

Grade Point Average: NA

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Listening Post

The Listening Post program represents the intervention program for selected Grade 2 students. These students are those who were promoted to Grade 2, but who experienced difficulty in mastering the Grade 1 skills. Usually, the students score in stanine 4 on the CAT. Students scheduled into the Listening Post class should not include those students identified for Chapter 1 Reading program or any other Chapter 1 program. Listening Post teachers coordinate their techniques and materials to assist students in improving their reading skills competencies through an emphasis on listening skills, oral language skills and written language skills. Inservice sessions for both new and experienced Listening Post teachers are held in the fall.

Funding: general fund -- $10,000 Per Pupil Cost: -- $23

No. Schools Served: elementary 42
Years in operation: 24

Students: elementary -- 444

male — 242 (55%)	female — 202 (45%)
black — 321 (72%)	other -- 123 (28%)
rider — 233 (52%)	walker -- 211 (48%)
free/reduced lunch -- 392 (88%)	Lau -- 0 (0%)
spec ed -- 11 (2%)	overage for grade — 94 (21%)

Staffing: coordinator, teachers

Selection Criteria/Characteristics: low grades, test scores

Services Provided: tutor (teachers), academic classes, field trips

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts — 0 (0%) Promoted -- 395 (89%) Withdrawals -- 15 (3%)

Times Transferred: 0 — 386 (87%); 1 time 48 (11%); 2 or more -- 10 (2%)

Suspended:	Total Number	1989-1990 -- 9 (2%)	1988-1989 -- 6 (1%)
	Avg. Times	1989-1990 -- .02	1988-1989 -- .01

Attendance Rate: 1989-1990-- 93.01% 1988-1989 -- 92.07%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	39.32	417 (94%)
1988-1989	45.49	431 (97%)

Grade Point Average: NA

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Middle College

Middle College is a collaborative effort between Cuyahoga Community College (CCC) and Cleveland Public Schools (CPS) that is designed to enhance student educational options and access to post-secondary education. Middle College is situated on CCC's Metro campus, which provides the high school students with positive role models. Incoming first-time ninth grade students who have a history of academic failure and low attendance rates are eligible for service in this four year program. Parents participate in an introductory interview and sign an agreement form upon their child's enrollment in the program. Emphasis is given to: career education and exploration; participation in college courses; integration of basic skills in all high school courses; and interdisciplinary instruction.

Funding: General Fund, Other -- $40,000 Per Pupil Cost: -- $615

No. Schools Served: alternative site for secondary students (9 -- 12)
Years in operation: 1

Students: senior high -- 65

male -- 28 (43%)	female -- 37 (57%)
black -- 45 (69%)	other -- 20 (31%)
rider -- NA	walker -- NA
free/reduced lunch-- 46 (71%)	Lau -- 1 (2%)
spec ed -- 2 (4%)	overage for grade -- 33 (51%)

Staffing: director, teachers, clerical, community, external consultants, other

Selection Criteria/Characteristics: overage, absenteeism, low grades, test scores, pregnancy, drug abuse

Services Provided: tutor (teachers, peers, community), academic classes, group counseling (teachers, community, other), employment, job training, mentorships (peers, community, other), social service, juvenile court, field trips, guest speakers

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 0 (0%) Promoted -- 41 (63%) Withdrawals -- 2 (3%)

Times Transferred: NA

Suspended:	Total Number	1989-1990 -- 33 (51%)	1988-1989 -- 19 (29%)
	Avg. Times	1989-1990 -- .92	1988-1989 -- .69
Attendance Rate:		1989-1990 -- NA	1988-1989 -- NA

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	46.34	47 (72%)
1988-1989	51.59	44 (68%)

Grade Point Average: 1.75

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Project Success

Project Success provides self-contained classroom instruction in the basic academic courses for ninth grade students identified as at-risk in each of the 12 comprehensive high schools. The student-teacher ratio is 12 to one, enabling more individual and small group instruction. Team teaching is utilized, with contact with the parent/home facilitated by the availability of staff time resulting from this teaming. Inservice is provided once per month for teacher representatives from each of the buildings, and preservice is provided for all teachers.

Funding: General Fund -- $4,487,076 Per Pupil Cost: $3,120

No. Schools Served: senior high 12
Years in operation: 3

Students: senior high -- 1438

male -- 851 (59%)	female -- 587 (41%)
black -- 1034 (72%)	other -- 404 (28%)
rider -- 487 (34%)	walker -- 835 (58%)
free/reduced lunch -- 552 (38%)	Lau -- 16 (1%)
spec ed -- 30 (2%)	overage for grade -- 1120 (78%)

Staffing: teachers

Selection Criteria/Characteristics: overage, suspensions, absenteeism, low grades, test scores, pregnancy, drug abuse

Services Provided: tutor (teachers, peers, community), academic classes, individual counseling (teachers, peers, community), group counseling (teachers, peers, community), employment, job training, mentorships (teachers, peers, community), social services, juvenile court, mediation, field trips, guest speakers, other

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 81 (6%) Promoted -- 746 (52%) Withdrawals -- 158 (11%)

Times Transferred: 0 -- 1047 (73%); 1 time -- 244 (17%); 2 or more -- 147 (10%)

Suspended:	Total Number	1989-1990-- 483 (34%)	1988-1989 -- 532 (37%)
	Avg. Times	1989-1990 -- .63	1988-1989 -- .75

Attendance Rate: 1989-1990 -- 62.50% 1988-1989 -- 70.36%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	35.04	750 (52%)
1988-1989	37.81	855 (59%)

Grade Point Average: 0.97

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Upward Reach

The Upward Reach project is designed to serve pupils who: (1) return to school from institutions, (2) exhibit attendance problems, (3) are potential dropouts , and (4) need special counseling services. Counseling and special services are provided to pupils who exhibit dropout tendencies such as truancy, class-cutting and/or office referrals for disruption. The project assists pupils who are active with Juvenile Court or who return from court placement to readjust to the school setting. Counselors provide support by means of educational, behavioral, and vocational counseling. Counselors also provide liaison services between parents, school/community, teachers and pupils in an effort to establish a cooperative team approach. Inservice activities were provided and included motivation activities for staff, community intervention programs and strategies to help project participants and a workshop on aids.

Funding: DPPF -- $430,699 Per Pupil Cost: $578

No. Schools Served: senior high 12
Years in operation: 7

Students: senior high -- 745

male -- 544 (73%)	female -- 203 (27%)
black -- 556 (75%)	other -- 191 (26%)
rider -- 218 (29%)	walker -- 400 (54%)
free/reduced lunch -- 244 (33%)	Lau -- 3 (0%)
spec ed -- 95 (13%)	overage for grade -- 616 (83%)

Staffing: aides, clerical

Selection Criteria/Characteristics: suspensions, absenteeism, low grades, test scores, other

Services Provided: individual counseling (teachers, other), employment, job training

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 118 (16%) Promoted -- 259 (35%) Withdrawals -- 227 (30%)

Times Transferred: 0 -- 486 (65%); 1 time -- 195 (26%); 2 or more -- 66 (9%)

Suspended:	Total Number	1989-1990 -- 262 (35%)	1988-1989 -- 328 (44%)
	Avg. Times	1989-1990 -- .71	1988-1989 -- 1.04
Attendance Rate:		1989-1990 -- 56.01%	1988-1989 -- 64.16%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	38.17	186 (25%)
1988-1989	39.97	274 (37%)

Grade Point Average: 0.77

APPENDIX A
NARRATIVE PROJECT DESCRIPTIONS: 1989-1990

Project: Youth Resource Centers

Youth Resource Center project is designed to coordinate existing schools and community agency programs in an effort to assist and offer support to students who have been identified as at-risk. Students are considered to be at-risk if they exhibit one or more of the following problems: (1) delinquent behavior, (2) chronic truancy, (3) previous academic problems, (4) habitual offender of school rules, (5) previous and/or current involvement with Juvenile Court and/or the Cleveland Police Department, and (6) overage with respect to current grade level enrollment. The coordinators work with the principals, teachers and on-site coordinators in identifying the at-risk youth, providing an assessment of their problems and either providing direct counseling or appropriate referral to other supporting agencies (e.g., mental health centers, alcoholism programs, juvenile court mediation, etc.).

Funding: General Fund, Other -- $331,177 Per Pupil Cost: $301

No. Schools Served: intermediate 10 senior high 2
Years in operation: 7

Students:	intermediate -- 979	senior high -- 120
	male -- 590 (54%)	female -- 509 (46%)
	black -- 751 (68%)	other -- 348 (32%)
	rider -- 449 (41%)	walker -- 608 (55%)
	free/reduced lunch -- 808 (74%)	Lau -- 8 (1%)
	spec ed -- 115 (10%)	overage for grade -- 670 (61%)

Staffing: clerical, external consultants

Selection Criteria/Characteristics: overage, suspensions, absenteeism, low grades, test scores, pregnancy

Services Provided: tutor (teachers, peers), individual counseling (teachers, other), group counseling, employment, job training, mentorships, social service, juvenile court, mediation, field trips, guest speakers

OUTCOMES: 1989-1990 PARTICIPANTS

Dropouts -- 6 (1%) Promoted -- 818 (74%) Withdrawals -- 66 (6%)

Times Transferred: 0 -- 896 (82%); 1 time -- 146 (13%); 2 or more -- 57 (5%)

Suspended:	Total Number	1989-1990-- 375 (34%)	1988-1989 -- 267 (24%)
	Avg. Times	1989-1990 -- .80	1988-1989 -- .44

Attendance Rate: 1989-1990-- 73.45% 1988-1989 -- 80.39%

CAT Reading Comprehension Subtest:

	Average NCE	Number Tested
1989-1990	36.96	747 (68%)
1988-1989	41.69	845 (77%)

Grade Point Average: 0.86

APPENDIX B

DESCRIPITIVE SUMMARY OF AT-RISK PROJECTS

	Accl Lrng.	Alt Ed.Ops	Alt Expl	Alt Susp	Emer. Immg.	Entre pren.	Ist. Post
YRS OPERAT	1	1	1	2		3	24
# SCHOOLS							
Elementary	7	0	0	0	0	0	42
Intermediate	0	0	0	19	2	0	0
Senior	0	0	0	12	2	0	0
Magnet	0	0	0	1	0	0	0
Alt. Site	0	0	1	0	0	1	0
FUNDING SOURCE							
Chapter 1	X						
DPPF			X	X			
General		X	X				X
Other		X			X	X	
AMOUNT							
Total $	367,249	210,494	530,026	1,934,822	40,191	222,423	10,000
STAFF							
Dir/Coor		FT	FT	FT	FT	FT	FT
Teachers	FT	FT	FT	FT		FT	FT
Aides	FT			FT		FT	
Tutors							
Advocate							
Clerical		FT	FT	FT		FT	
Comm.Vlnts.		PT					
Ext. Cnslt.							
Other		PT	FT/PT				
SELECT CRITERIA							
Overage	X	X				X	
Suspensions		X				X	
Absenteeism		X				X	
Low Grades						X	X
Test Scores					X	X	X
Pregnancy		X				X	
Drug Abuse		X				X	
Other			X	X	X		

DESCRIPTIVE SUMMARY OF AT-RISK PROJECTS

	Accl Lrng.	Alt Ed.Ops	Alt Expl	Alt Susp	Emer. Immg.	Entre pren.	Ist. Post
SERVICES							
Tutor By:							
Teachers	X	X		X	X	X	X
Peers		X				X	
Commun.		X		X		X	
Other		X		X	X	X	
Classes							
Remedial		X					
Academic	X	X	X		X	X	X
Ind. Couns							
Teachers	X	X	X	X		X	
Peers		X					
Commun.		X		X			
Other		X	X		X	X	
Group Couns							
Teachers		X	X	X		X	
Peers		X					
Commun.		X	X	X			
Other		X	X		X	X	
Employment		X	X			X	
Job Trng.		X				X	
Mentorships							
Teachers		X			X		
Peers							
Comm.		X			X		
Other					X	X	
Soc. Srvs.	X	X	X				
Jvnl. Court		X	X			X	
Mediation		X	X			X	
Field Trips		X	X		X	X	X
Guest Spkrs		X	X			X	
Other							

DESCRIPTIVE SUMMARY OF AT-RISK PROJECTS

	Mdle Collg	Proj Success	Proj Supe	Upwr Rch	Youth Resc Ctr
YRS OPERAT	1	3	.5	7	7
# SCHOOLS					
Elementary	0	0	0	0	0
Intermediate	0	0	2	0	10
Senior	0	12	2	12	2
Magnet	1	0	0	0	0
Alt. Site	1	0	0	0	0
FUNDING SOURCE					
Chapter 1					
DPPF				X	
General	X	X			X
Other	X		X		X
AMOUNT					
Total	$40,000	$4,487,076	76,869	430,699	331,177
Per Pupl Cost					
STAFF					
Dir/Coor	FT		PT		
Teachers	FT	FT			
Aides				FT	
Tutors					
Clerical	FT			FT	
Comm.Vlnts.	FT				PT
Ext. Cnslt.	FT				
Other	FT		FT		FT/PT
SELECT CRITERIA					
Overage	X	X	X		X
Suspensions		X	X	X	X
Absenteeism	X	X	X	X	X
Low Grades	X	X	X	X	X
Test Scores	X	X		X	X
Pregnancy	X	X			X
Drug Abuse	X	X			X
Other				X	

APPENDIX B

DESCRIPTIVE SUMMARY OF AT-RISK PROJECTS

	Mdle Collg	Proj Success	Proj Supe	Upwr Rch	Youth Resc Ctr
SERVICES					
Tutor By:					
Teachers	X	X			X
Peers	X	X			X
Commun.	X	X			
Other			X		
Classes					
Remedial					
Academic	X	X			
Ind. Couns					
Teachers		X		X	X
Peers		X			
Commun.		X	X		
Other			X	X	X
Group Couns					
Teachers	X	X			
Peers		X			
Commun.	X	X			
Other	X		X		X
Employment	X	X		X	X
Job Trng.	X	X		X	X
Mentorships					
Teachers		X			
Peers	X	X	X		
Comm.	X	X			X
Other	X				X
Soc. Srvs.	X	X			X
Jvnl. Court	X	X			X
Mediation		X			X
Field Trips	X	X	X		X
Guest Spkrs	X	X	X		X
Other		X			

Appendix C

DEMOGRAPHIC AND OUTCOME SUMMARY

	LISTENING POST		ACCEL SCHL		ALT EXPL		ALT SUSPN		EIEA		AEOP	
# STUDENTS	444		181		254		8544		284		166	
ELEM	444	100%	181	100%	0	0%	0	0%	0	0%	0	0%
INTERMD	0	0%	0	0%	121	48%	4789	56%	155	55%	0	0%
SR HIGH	0	0%	0	0%	133	52%	3755	44%	129	45%	166	100%
MALE	242	55%	117	65%	193	76%	5177	61%	175	62%	117	70%
FEMALE	202	45%	64	35%	61	24%	3367	39%	109	38%	49	30%
BLACK	321	72%	137	76%	202	80%	6094	71%	1	0%	128	77%
OTHER	123	28%	44	24%	52	20%	2450	29%	283	100%	38	23%
RIDER	233	52%	68	38%	NA		4061	48%	91	32%	NA	
WALKER	211	48%	111	61%	NA		4381	51%	185	65%	NA	
FREE/RED LNH	392	88%	156	86%	108	43%	5277	62%	232	82%	12	7%
LAU	0	0%	0	0%	6	2%	371	4%	269	95%	0	0%
SPEC ED	11	2%	22	12%	21	8%	923	11%	26	9%	8	5%
OVERAGE	94	21%	127	70%	182	72%	4385	51%	174	61%	166	100%
DROPOUT	0	0%	0	0%	14	6%	135	2%	4	1%	9	5%
PROMOTE	395	89%	162	90%	143	56%	6061	71%	209	74%	101	61%
WITHDR	15	3%	7	4%	30	12%	553	6%	22	8%	21	13%
TRANSFER 0	386	87%	148	82%	NA		7199	84%	254	89%	120	72%
TRANSFER 1	48	11%	22	12%	NA		970	11%	19	7%	21	13%
TRANSFER 2+	10	2%	11	6%	NA		375	4%	11	4%	25	15%
OUT SUSP # STD 90	9	2%	3	2%	202	80%	3113	36%	45	16%	47	28%
OUT SUSP # STD 89	6	1%	4	2%	136	54%	2039	24%	32	11%	123	74%
OUT SUSP TIMES 90	0.02		0.03		2.00		0.75		0.33		0.49	
OUT SUSP TIMES 89	0.01		0.03		1.24		0.45		0.15		1.99	
% ATTEND 90	93.01%		90.65%		NA		79.09%		77.55%		NA	
% ATTEND 89	92.07%		89.91%		NA		84.57%		81.56%		NA	
CURRENT GPA	NA		NA		NA		1.19		1.27		NA	
AVG RDG 90	39.32		40.11		32.23		40.36		32.36		27.50	
AVG RDG 89	45.49		27.43		40.88		44.03		32.36		32.41	
# SCORES 90	417	94%	128	71%	133	52%	5830	68%	124	44%	74	45%
# SCORES 89	431	97%	161	89%	134	53%	6094	71%	127	45%	70	42%

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Appendix C CONTINUED

DEMOGRAPHIC AND OUTCOME SUMMARY

	ENTERPRISE HIGH		MIDDLE COLLEGE		PROJECT SUCCESS		UPWARD REACH		YRC		TOTAL	
# STUDENTS	50		65		1438		745		1099		13270	
ELEM	0	0%	0	0%	0	0%	0	0%	0	0%	625	5%
INTERMD	0	0%	0	0%	0	0%	0	0%	979	89%	6044	46%
SR HIGH	50	100%	65	100%	1438	100%	745	100%	120	11%	6601	50%
MALE	30	60%	28	43%	851	59%	544	73%	590	54%	8064	61%
FEMALE	20	40%	37	57%	587	41%	203	27%	509	46%	5208	39%
BLACK	41	82%	45	69%	1034	72%	556	75%	751	68%	9310	70%
OTHER	9	18%	20	31%	404	28%	191	26%	348	32%	3962	30%
RIDER	NA		NA		487	34%	218	29%	449	41%	5607	44%
WALKER	NA		NA		835	58%	400	54%	608	55%	6731	53%
FREE/RED LNH	14	28%	46	71%	552	38%	244	33%	808	74%	7841	59%
LAU	0	0%	1	2%	16	1%	3	0%	8	1%	674	5%
SPEC ED	2	4%	3	5%	30	2%	95	13%	115	10%	1256	9%
OVERAGE	46	92%	33	51%	1120	78%	616	83%	670	61%	7613	57%
DROPOUT	0	0%	0	0%	81	6%	118	16%	6	1%	367	3%
PROMOTE	26	52%	41	63%	746	52%	259	35%	818	74%	8961	68%
WITHDR	3	6%	2	3%	158	11%	227	30%	66	6%	1104	8%
TRANSFER 0	36	72%	NA		1047	73%	486	65%	896	82%	10416	82%
TRANSFER 1	7	14%	NA		244	17%	195	26%	146	13%	1644	13%
TRANSFER 2+	7	14%	NA		147	10%	66	9%	57	5%	677	5%
OUT SUSP # STD 90	15	30%	33	51%	483	34%	262	35%	375	34%	4587	35%
OUT SUSP # STD 89	21	42%	19	29%	532	37%	328	44%	267	24%	3507	26%
OUT SUSP TIMES 90	0.46		0.92		0.63		0.71		0.80		0.71	
OUT SUSP TIMES 89	0.80		0.69		0.75		1.04		0.44		0.52	
% ATTEND 90	NA		83.23%		62.50%		56.01%		73.45%		76.03%	
% ATTEND 89	NA		76.31%		70.36%		64.16%		80.39%		81.66%	
CURRENT GPA	NA		1.75		0.97		0.77		0.86			
AVG RDG 90	20.50		46.34		35.04		38.17		36.96		39.12	
AVG RDG 89	37.23		51.59		37.81		39.97		41.69		42.60	
# SCORES 90	14	28%	47	72%	750	52%	186	25%	747	68%	8450	64%
# SCORES 89	13	26%	44	68%	855	59%	274	37%	845	77%	9048	68%

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APPENDIX D

Follow-up of 1988-1989 Participants
At Risk Programs
Life To Date Summaries

	As of Acad. Year 1988-89						As of Acad. Year 1989-90					
TOTAL	Black		Other		Total		Black		Other		Total	
Project Enrollment 88-89	4123	100%	1568	100%	5691	100%	4123	100%	1568	100%	5691	100%
In District EOY	3727	90%	1341	86%	5068	89%	2887	70%	967	62%	3854	68%
Graduate from District	45	1%	9	1%	54	1%	119	3%	32	2%	151	3%
Dropout	118	3%	77	5%	195	3%	517	13%	266	17%	783	14%
Withdrawal	233	6%	141	9%	374	7%	591	14%	298	19%	889	16%
Unaccounted for							9	0%	5	0%	14	0%
ALTERNATIVE TO EXPULSION												
Project Enrollment 88-89	39	100%	10	100%	49	100%	39	100%	10	100%	49	100%
In District EOY	33	85%	9	90%	42	86%	25	64%	7	70%	32	65%
Graduate from District	3	8%	0	0%	3	6%	3	8%	0	0%	3	6%
Dropout	0	0%	0	0%	0	0%	3	8%	2	20%	5	10%
Withdrawal	3	8%	1	10%	4	8%	8	21%	1	10%	9	18%
ALTERNATIVE TO SUSPENSION												
Project Enrollment 88-89	1976	100%	741	100%	2717	100%	1976	100%	741	100%	2717	100%
In District EOY	1848	94%	641	87%	2489	92%	1584	80%	505	68%	2089	77%
Graduate from District	14	1%	7	1%	21	1%	55	3%	22	3%	77	3%
Dropout	16	1%	25	3%	41	2%	65	3%	58	8%	123	5%
Withdrawal	98	5%	68	9%	166	6%	270	14%	153	21%	423	16%
Unaccounted for							2	0%	3	0%	5	0%
ENTERPRISE H.S.												
Project Enrollment 88-89	47	100%	3	100%	50	100%	47	100%	3	100%	50	100%
In District EOY	41	87%	2	67%	43	86%	21	45%	0	0%	21	42%
Graduate from District	1	2%	0	0%	1	2%	2	4%	0	0%	2	4%
Dropout	3	6%	0	0%	3	6%	21	45%	2	67%	23	46%
Withdrawal	2	4%	1	33%	3	6%	3	6%	1	33%	4	8%

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APPENDIX D CONTINUED

Follow-up of 1988-1989 Participants
At Risk Programs
Life To Date Summaries

	As of Acad. Year 1988-89						As of Acad. Year 1989-90					
TOTAL	Black		Other		Total		Black		Other		Total	
Project Enrollment 88-89	4123	100%	1568	100%	5691	100%	4123	100%	1568	100%	5691	100%
In District EOY	3727	90%	1341	86%	5068	89%	2887	70%	967	62%	3854	68%
Graduate from District	45	1%	9	1%	54	1%	119	3%	32	2%	151	3%
Dropout	118	3%	77	5%	195	3%	517	13%	266	17%	783	14%
Withdrawal	233	6%	141	9%	374	7%	591	14%	298	19%	889	16%
Unaccounted for							9	0%	5	0%	14	0%
NATURAL HELPERS												
Project Enrollment 88-89	42	100%	40	100%	82	100%	42	100%	40	100%	82	100%
In District EOY	40	95%	39	98%	79	96%	39	93%	34	85%	73	89%
Graduate from District	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Dropout	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Withdrawal	2	5%	1	3%	3	4%	3	7%	6	15%	9	11%
PROJECT SUCCESS												
Project Enrollment 88-89	928	100%	363	100%	1291	100%	928	100%	363	100%	1291	100%
In District EOY	840	91%	305	84%	1145	89%	582	63%	187	52%	769	60%
Graduate from District	1	0%	0	0%	1	0%	13	1%	2	1%	15	1%
Dropout	39	4%	27	7%	66	5%	201	22%	112	31%	313	24%
Withdrawal	48	5%	31	9%	79	6%	130	14%	60	17%	190	15%
Unaccounted for							2	0%	2	1%	4	0%

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APPENDIX D CONTINUED

Follow-up of 1988-1989 Participants
At Risk Programs
Life To Date Summaries

	As of Acad. Year 1988-89						As of Acad. Year 1989-90					
TOTAL	Black		Other		Total		Black		Other		Total	
Project Enrollment 88-89	4123	100%	1568	100%	5691	100%	4123	100%	1568	100%	5691	100%
In District EOY	3727	90%	1341	86%	5068	89%	2887	70%	967	62%	3854	68%
Graduate from District	45	1%	9	1%	54	1%	119	3%	32	2%	151	3%
Dropout	118	3%	77	5%	195	3%	517	13%	266	17%	783	14%
Withdrawal	233	6%	141	9%	374	7%	591	14%	298	19%	889	16%
Unaccounted for							9	0%	5	0%	14	0%
UPWARD REACH												
Project Enrollment 88-89	549	100%	168	100%	717	100%	549	100%	168	100%	717	100%
In District EOY	408	74%	125	74%	533	74%	179	33%	51	30%	230	32%
Graduate from District	26	5%	1	1%	27	4%	44	8%	5	3%	49	7%
Dropout	56	10%	25	15%	81	11%	214	39%	83	49%	297	41%
Withdrawal	59	11%	17	10%	76	11%	107	19%	29	17%	136	19%
Unaccounted for							5	1%	0	0%	5	1%
YOUTH RESOURCE CENTER												
Project Enrollment 88-89	542	100%	243	100%	785	100%	542	100%	243	100%	785	100%
In District EOY	517	95%	220	91%	737	94%	457	84%	183	75%	640	82%
Graduate from District	0	0%	1	0%	1	0%	2	0%	3	1%	5	1%
Dropout	4	1%	0	0%	4	1%	13	2%	9	4%	22	3%
Withdrawal	21	4%	22	9%	43	5%	70	13%	48	20%	118	15%